**­Problem of Practice Exercise**

**Core to College Alignment Director Convening**

**May 6-8 / Broomfield, CO**

**Group 1: Florida, Oregon, Tennessee**

**Facilitator: Paolo DeMaria**

**Expert Discussant: Allison Jones**

| **State** | **Focus Question** |
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| Florida | I am having a lot of success reaching faculty members through presentations at large events and individual trips. I have also had the Chancellor and Vice Chancellor of our system mention Core to College and the goals of the initiative at leadership meetings. I am having trouble reaching department chairs and “middle management.”  My question is, how do I reach middle management individuals (above faculty but below VPs, Provosts, and Deans) so that they understand the initiative and see enough value to allow and encourage faculty members to participate in trainings and other activities? |
| Oregon | What strategies might I use to better engage and work with faculty who oppose machine-scored writing assessments and are thus disinclined to support the use of a consortium instrument for postsecondary placement purposes? |
| Tennessee | *Attachments to be provided at breakout session*  In convening to redesign current entry-level, credit-bearing course curricula, our faculty team has voiced several concerns about buy-in and communication pathways. What messages most resonate with higher education stakeholders? |

**Group 2: Colorado, Louisiana, Massachusetts**

**Facilitator: Heather Graham**

**Expert Discussant: Sarah Collins**

| **State** | **Focus Question** |
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| Colorado | What ways can higher ed. and high schools collectively address the needs of students NOT on track to be PWR, particularly in the 12th grade, once the PARCC assessment is in place? How can states be proactive to address public perceptions and concerns around the new standards and assessments if (or when) we experience the dreaded “proficiency cliff” of student achievement? |
| Louisiana | *See background information on page 4*  How can state agencies (e.g., Louisiana Board of Regents, Louisiana Department of Education, etc.) with limited personnel or funding provide deeper support to community colleges and universities to help more faculty change their curriculum to address new Common Core State Standards expectations as they prepare new teachers and as they offer future entry-level credit-bearing college courses to students who have obtained a Level 4 or Level 5 on the new PARCC assessments? |
| Massachusetts | In preparing the public higher education community for the policy discussion on implementing PARCC in place of Accuplacer, as the placement measure for high school graduates—how do we address the flexibility campuses currently employ when using Accuplacer? (Note: Accuplacer has been our current state mandated placement instrument since the Board of Higher Education decision in 1998.) |

**Group 3: Hawaii, Indiana**

**Facilitator: Brinnie Ramsey**

**Expert Discussant: Julie Carnahan**

| **State** | **Focus Question** |
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| Hawaii | How involved should Hawaii P-20 be in the implementation/communication plan around the statewide definition of College, Career, and Community Readiness? What makes the most sense in terms of our role and responsibility moving forward, and what might that look like? |
| Indiana | In Indiana, likely similar to many other states, a variety of efforts are underway within the higher education system. From performance funding to on-time completion, it can be difficult to “make ourselves heard” on the content alignment issue/college-ready definition. In particular, it is challenging for state leaders to create policies without considering the richness and diversity of student experiences. There is the risk of creating “one size fits all” policies. How can we include students at some point throughout our efforts (meaning more than just one or two)? It seems that we never ask the individuals who are most affected what they’ve experienced. Indeed, we have many statistics and data to support our work, but how can students help us? For example, can they help us define college-ready? Can they share with us what it means to be an incoming freshman who takes Calculus when he/she excels in music or political science? |

**Group 4: Kentucky, North Carolina, Washington**

**Facilitator: Anand Vaishnav**

**Expert Discussant: Jaci King**

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| **State** | **Focus Question** |
| Kentucky | The problem of practice will surround motivation techniques for College and University Faculty (other than College of Education faculty) to become more involved in the K-12/higher ed partnerships.  Context: Higher education has a history of not partnering with K-12. The closest link/opportunity for a partnership resides in Schools/Dept of Education within a college as these schools prepare our teachers. When attempting to provide professional development to K-12 teachers as part of the Core to College/Common Core alignment initiative, higher education faculty who are not part of a College/School of Education are reluctant at maximum to participate. Other factors include administrative structures and faculty work balance issues at the college.  The focus question is: Can participants brainstorm ways for our state to integrate or incorporate higher education faculty in providing K-12 professional development? |
| North Carolina | Currently, our emerging question is a political one. As the state makes a significant shift in political party governance, there are many unknowns about where and how educational policy will emerge in the next several months and years. This would be true and challenging during any political period of change – but it is heightened because of the growing national “concerns” over the political viability of the Common Core State Standards and the debate about their role within taking away state or local choices.  What are some communications and political strategies we can use as a state (and as a national network of states) to be more proactive and strategic about these reform initiatives within a political volatile environment? |
| Washington | How can I focus the engagement of key higher education stakeholders, especially faculty, around this work in ways that will have the best chances for sustained influence and system improvements after the grant ends (and even if the overall effort founders)?  What are effective framing questions for faculty to help them get a clear sense of the implications of this work for their professional practice, especially given the diversity of institutions and their missions, the political fragility of the initiative, and the range of more immediately pressing issues and challenges they face? |

**Background Information – Louisiana Problem of Practice**

**SUCCESSES AND CHALLENGES:**

Louisiana has been successful in creating PARCC Campus Leadership Teams at all two-year colleges and universities in Louisiana. The teams are composed of administrators, arts/sciences/humanities faculty, education faculty, and school/district partners. PARCC Campus Leadership Teams were given the charge to communicate information about PARCC and the Common Core State Standards to other faculty and make changes to the college curriculum as the Common Core Standards are implemented in schools. In addition, the teams have been asked to provide input into the development of the PARCC assessments and have identified core competencies that high school students need to exhibit to be successful in entry-level credit-bearing course in math and English. The PARCC Campus Leadership Teams have been provided professional development through a webinar and three statewide meetings. Education and arts/sciences/humanities faculty have also had opportunities to participate in two-day trainings about the Common Core State Standards that were conducted by the Louisiana Department of Education in three different regions of the state. In an attempt to provide campuses with a central place to locate information about the Common Core State Standards and PARCC assessments, the Louisiana Board of Regents created a “One-Stop-Shop” on their web page (<http://www.regents.la.gov/one-stop-shop>). The One Stop Shop provides information about PARCC and the Common Core State Standards and provides links to documents and other web sites that the campuses can use with their faculty. PARCC Campus Leadership Teams have been provided opportunities to meet locally to complete specific tasks and then share their findings with teams from across the state at state-wide meetings.

*Ensuring widespread understanding and knowledge of the Common Core State Standards and PARCC beyond the PARCC Campus Leadership Teams is the challenge.* At a statewide meeting that was held on April 23, 2013 for representatives from all PARCC Campus Leadership Teams, the teams were asked to provide feedback about the depth to which arts/sciences/humanities and education faculty possess a depth of understanding about the Common Core State Standards and PARCC. Many of the campuses responded at a “somewhat” level for the majority of the items. Written and verbal feedback indicated that the depth of understanding was greater among the education faculty for the Common Core State Standards; however, depth of understanding about PARCC was limited across all institutions. Teams were asked to identify ways in which the State could provide support to deepen the understanding of faculty about the Common Core State Standards and PARCC. The following are examples of responses that were received:

**Delivery:**

* Provide clear, concise and easy to read documents about the Common Core State Standards and PARCC on paper or electronically;
* Schedule CVC/SKYPE or other presentations especially for arts/sciences/humanities content faculty;
* Conduct discipline-specific webinars and regional/statewide professional development about PARCC and the Common Core State Standards for faculty who are not playing an integral role on the PARCC Campus Leadership Teams;
* Provide an online video presentation that is available at any time;
* Prepare a condensed four-page information memo (with links to access further information) that helps faculty understand the Common Core State Standards expectations and the impact of PARCC; and
* Conduct regional meetings to identify assessment items and examples of teaching strategies related to the PARCC assessment items.

**Content:**

* Provide more examples of PARCC-like assessment items and how differentiation occurs at each level;
* Provide specific examples of questions and appropriate student answers at the different competency levels;
* Provide more examples of application problems and tasks for each mathematical concept for teachers and teacher preparation programs to use;
* Make the public and community at large aware of how the PARCC assessments will impact the number of students who will attain the necessary levels on the PARCC assessments to be college and career ready;
* Provide more video exemplars of teachers teaching to the Common Core State Standards and make them available to districts and higher education;
* Explore ways to improve university course delivery to provide better content knowledge;
* Provide support to redesign classes (content and pedagogy) to reflect CCSS/PARCC;
* Simplify the ELA information and make it clear how the standards benefit arts/sciences/ humanities faculty who do not teach education-oriented classes; and
* Provide examples of test reports that will be sent to the schools and parents